

**(Year 8) KS3**

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|---------------------|---|---|--|---|--|--|
|                     | My Country and its communities<br>(Links to British Values and Diversity) | My Country and the rule of law<br>(Laws, rights and responsibilities/ Democracy)            | Around the world<br><i>(orientation, explorations, experience and planning)</i>          | Famous Five<br><i>(famous people and historical events)</i>   | What do scientists do?<br><i>(investigation and enquiry)</i> | Far, Far Away<br><i>(countries in a different continent and contrast to our own)</i> |
| English Fiction     | The Proudest Blue   | If I Were Prime Minister  | The Boy Who Loved Maps   | Famous Five: Five on a Treasure Island                        | I Want to be a Scientist                                     |  |
| English Non Fiction | United Kingdom: Travel for Kids   | An ABC of Democracy   | Ticket Around the World  | Different Like Me: My Book of Autism Heroes                   | Usborne: What do Scientists do?                              |  |
| Poetry              | A Box of Crayons – Isaiah Nowels  | Your School Council   | What a Wonderful World – Song/Poem   | Limericks – to suit your class                                | Periodic Table Song  |  |
| Maths               | Refer to weekly overviews   |   |  |   |  |  |
| Science             | Comparing climates  | Electrical circuits   | Animals - Ecosystem/food chains  | Scientific enquiry  | Gravity and motion   | The human body<br>The digestive system   |
| RE                  | <b>Sharing and Being Generous;</b><br>Marriage (Hindu and Sikh)           | <b>Being attentive to the sacred, as well as the precious;</b><br>Rites of passage<br>Islam | <b>Being open, honest and truthful;</b><br>Exploring honesty and the importance of truth | <b>Participating and being willing to lead:</b> world leaders | <b>Being Loyal and Steadfast:</b> Stories from Quran         | <b>Being attentive to the sacred, as well as the precious;</b><br><br>Pilgrimage     |

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| History              |  | World War 2 –<br>The Home Front                |   | Black History            | Famous scientists                            |   |
| Geography            | Urbanisation                                 |  | Volcanos                                  |                          |  | Diversity – features of the<br>Carribbean |
| Outdoor<br>Learning  | Exploring the<br>Seasons – Autumn<br>Changes | Woodland<br>Wonders &<br>Outdoor<br>Adventures | Water & Weather<br>Exploration            | Growing & Life<br>Cycles | Outdoor<br>Movement &<br>Adventure           | Wildlife & Conservation                   |
| Music                |  | West African<br>Music                          |   | World music              | Following<br>notation- tempo<br>and dynamics |   |
| Art                  | Digital Art – Digital<br>manipulation        |  | Drawing – detail<br>and texture           |                          |  | Printmaking - monoprinting                |
| Food Technology      | International<br>cuisine project             |  | Chocolate<br>tempering and<br>confections |                          |  | Restaurant simulation<br>project          |
| Design<br>Technology |  | Resistant<br>materials                         |   | Pottery making           | Architecture and<br>Sculpture                |   |

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| My Personal Social and Emotional Wellbeing | <b>Self-Awareness:</b><br>Personal strengths and skills needed for learning   | <b>Self-care, Support and Safety:</b><br>Respect for others;<br>Understanding emotions  | <b>Managing Feelings:</b> Self-esteem and confidence   | <b>Changing and Growing: Puberty;</b><br>Appropriate Touch;<br>Relationships and Consent  | <b>Healthy Lifestyles:</b><br>Elements of; physical and mental; body image   | <b>The World I Live In:</b><br>Preparing for adulthood   |
| Life Skills                                | <b>Developing Greater Independence:</b><br><i>Advanced Personal Hygiene &amp; Self-Care; Coping with Different Emotions &amp; Self-Regulation Strategies; Personal Safety &amp; Online Safety</i> | <b>Developing Greater Independence:</b><br><i>Time Management &amp; Following a Routine; Handling Money More Independently; Decision-Making &amp; Problem-Solving</i> | <b>Expanding Practical Daily Living Skills:</b> <i>Meal Preparation – Making Simple Meals; Household Chores &amp; Managing a Personal Space; Planning a Short Journey Using Public Transport</i> | <b>Expanding Practical Daily Living Skills:</b><br><i>Recognising &amp; Responding to Safety Risks<br/>Developing Confidence in Social Situations</i> | <b>Looking Towards the Future:</b><br><i>Friendships &amp; Social Boundaries; Understanding Different Workplaces &amp; Volunteering; Making a Budget</i> | <b>Looking Towards the Future:</b> <i>Friendships &amp; Social Boundaries; Taking Responsibility for Personal Belongings; Reviewing Progress &amp; Setting Personal Goals for Year 9</i> |
| My Physical and Sensory Wellbeing          | <b>Invasion Games;</b><br>Hockey, Basketball  | <b>Gymnastics and Core-Stability</b>  | <b>Net Games:</b><br>Badminton and Tennis  | <b>Striking and Fielding Games;</b><br>Cricket and Rounders   | <b>Outdoor Pursuit</b>   | <b>Athletics and Team Building Activities</b>  |
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**(Year 9) KS3**

|                  |   |   |   |  |  |  |
|------------------|---|---|---|--|--|--|
| Maths            | Refer to weekly overviews   |   |   |  |  |  |
| Science          | Forces and motion   | Reactions and changes   | Weather disasters                                       | Life cycles: Organisms (plants and animals)                        | Solids, liquids and gases                                | Space: Solar system  |
| RE               | <b>Creating inclusion, identity and belonging;</b><br>Living the faith – Christianity | <b>Being attentive to the sacred as well as the precious;</b><br>Hindu rites of passage | <b>Remembering roots;</b><br>Religions across the world | <b>Creating unity and harmony;</b><br>Religion, peace and conflict | <b>Being open, honest and truthful;</b><br>Contemplation | <b>Living by rules;</b><br>Following rules and why rules are important |
| History          | AQA Unit Awards or OCR Nationals  | AQA Unit Awards or OCR Nationals  | AQA Unit Awards or OCR Nationals                        | AQA Unit Awards or OCR Nationals                                   | AQA Unit Awards or OCR Nationals                         | AQA Unit Awards or OCR Nationals                                       |
| Geography        | AQA Unit Awards or OCR Nationals  | AQA Unit Awards or OCR Nationals  | AQA Unit Awards or OCR Nationals                        | AQA Unit Awards or OCR Nationals                                   | AQA Unit Awards or OCR Nationals                         | AQA Unit Awards or OCR Nationals                                       |
| Outdoor Learning | Exploring the Seasons – Autumn Changes  | Woodland Wonders & Outdoor Adventures   | Water & Weather Exploration                             | Growing & Life Cycles  | Outdoor Movement & Adventure                             | Wildlife & Conservation  |

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| Music                                      | Improvisation – including exploring and copying rhythms |  | Pop/ rock music             |                               | Music and theatre |                                    |
| Art  |   | Drawing-observational drawings                                   |                             | Painting Techniques - Impasto |                   | Mixed media art – Textural collage |
| Food Technology                            |   | Cooking with seasonal and local produce                          |                             | Advanced pasta making         |                   | Menu Planning challenge            |
| Design Technology                          | Automotive Engineering                                  |  | Textiles and Fashion Design |                               | Graphic design    |                                    |
| My Personal Social and Emotional Wellbeing |   | <b>Personal Safety:</b><br>Understanding Risks and Online Safety |                             |                               |                   |                                    |
| My Physical and Sensory Wellbeing          |   |  |                             |                               |                   |                                    |